



English grammar e-module development using ADDIE model

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ABSTRACT

One of the aspects in the process of English language learning is to learn Grammar. Grammar is a set of rules used to organize language. In EFL context, unlike Bahasa Indonesia, English has sixteen different types of rules which are used based on function and time. In the English learning process, learning resources are essential component for teachers and students. One of the learning resources that can be used by teacher and students in this technological era is E-module. Thus, the aim of this research is to develop a teaching material adopting ADDIE model that can help students to comprehend the English structure. ADDIE model consists of 1) Analysis; 2) Design; 3) Development & Implementation; 4) Evaluation; 5) Final Product. The subject of this research was carried out in 1 class with 28 students, as well as an English teacher. Research and Development (R&D) research method was used in this research. In the process of developing the product, it was validated by material expert and media expert first, before being tested in classroom learning condition. The results showed that the development of English grammar E-module is valid and can be used in learning process. It showed by the results of validation scores which carried out by the experts. Other results are also shown in teacher response questionnaire which the effectiveness is in "high" category and the students response questionnaire showed that English grammar E-module "practical" in category. The subject of this research was carried out in 1 class with 28 students, as well as an English teacher

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1. INTRODUCTION

In Indonesia, English language has been introduced from elementary school level of education to as high as college level of education, either in formal or informal education. The purpose of introducing English language is expected to enable the students to communicate using English language or to obtain information from social and to be able to compete in the international world (Songbatumi, 2017). In addition, mastering English can provide additional value for someone such as; facilitating someone in the international world activities and better job opportunities (Manik et al., 2021). Furthermore, English learning also have another branch of English learning called ESP

(English for Specific Purpose) learning, which showed the importance of English learning and very much needed in the professional world (Lestari, 2021). However, even all of the benefit and the importance of learning English, EFL students still find it difficult to master English language. This is confirmed by Abadi (2015), who stated that even they have been studying English since elementary school, students in Indonesia still have an issue in communicating using English language. In addition, English language in Indonesia is still considered as a foreign language after Indonesian language and each unique regional language (Maduwu, 2016). Thus, their intensity in using English language can be considered low.

In related manner, there are four English language skills that must be mastered by the students, they are listening, speaking, reading, and writing skills. Listening in English is a skill needed by students to perceive information from teacher, parents and peers that are talked in English (Bourdeaud'hui et al., 2018). The speaking skill, is a skill that requiring hard practice and strong determination to achieve high proficiency (Masuram & Sripada, 2020). In addition, Masuram and Sripada argue that speaking skill also involves pronunciations and intonation which are difficult when English isn't someone's main language. The other skill is reading, which is an activity that involves visual processing. Suk (2017) stated that reading activities are very much needed in learning English. The last skill is writing, which is also a fairly complex skill. Abas & Abd Aziz (2018) stated in their article that in the writing process there are five stages, first preparation before writing (pre-writing), drafting, revision, editing and the last is publishing.

In addition to language skills, there are language components that are also need to be learned by the students. Three of them are; pronunciation, grammar, and vocabulary. Since this research is focusing on the grammar, the other two language components are not going to be discussed further. The grammatical component applies rules in the language to help learners produce logically correct language product (Musthafa, 2001). Grammar is one of the elements in English language that is one the main competence for someone who wants to learn English language (Effendi et al., 2017). This is in line with Aziz (2020), in language learning, grammar plays an important role in understanding and expressing spoken language.

However, grammar competence is sometimes become an issue for the students during the learning process. According to Komara & Tiarsiwi, 2021, there are several issues that can be addressed. The first issue is that the teacher only introduce grammar as a rules or formula without introducing the concept of the grammar itself. The second issue is that EFL learners, especially in Indonesia, does not have enough exposure of English language. Low exposure which leads to difficulty in understanding grammar concept. In the research, Komara & Tiarsiwi, 2021 also found that a more varied learning resource would increase students' motivation to learn English. One of the resources that can be used is a learning resource in form of e-module.

In the process of learning English, learning resources are very much needed by the teachers and students. Learning resources are one of the important components in learning activities where a learner can gain knowledge, abilities, attitudes, beliefs, emotions and feelings. Manik et al., (2021) stated that the availability of teaching materials and learning facilities is an important factor in supporting the success of the learning process. However, in reality, students and teachers are only focused on one available learning resource. One of the learning resources that has been frequently used by teachers and students and has been recommended by the curriculum is books (printed books) (Suyatna et al., 2018). Technological innovation increases every day with new technologies that change the way students live from communicating, playing and socializing to how they learn (Makwanya & Oni, 2019). Increasing the educators needs to utilize Information and Communication Technology.

Information and Communication Technology is one strategy that can be used as an alternative to learning resource to accelerate the equalization or the quality of education in Indonesia (Oktavia et al., 2020). In addition, utilizing technology in the learning materials also benefit the learning process because the learning process becoming students centered learning process and the teacher are acted as a facilitator (Fatmi et al., 2021). Students centered learning benefit the learning process because the students are able to fully engage in what to learn and how to learn by themselves, it also happens to develop students' creativity, and critical thinking (Sarnoto et al., 2023). For example; the development of electronic modules that are designed interactively is one of the efforts that can be made to maintain enthusiasm for learning, curiosity, interest, motivation and improve student' learning outcomes in the learning process (Fitriana et al., n.d. 2023).

ICT integration in education field, especially related with web-based learning conduct new innovations and provides opportunities to gain higher understanding results (Diah Puspitasari, 2019). Teachers can utilize ICT as a learning resource that can be adjusted to the classroom unique situations and conditions. One of the ICT innovations that can be used as a learning resource in the classroom is the electronic module (e-module). E-modules can contain text, images or both that can be displayed digitally, even accompanied by interactive activities to enhance students' interactions. Apart from that, e-module also make things easier for students and teachers because it has small file size so it can be stored and used anywhere and anytime by using a smartphone or computer. E-module capable presents comprehensive and interactive content with an attractive design. The use of e-modules has its own advantages, namely students are able to take the initiative in learning independently (Bachrudin et al., 2023). The aim of the e-module is expected to help students understand the material presented by the teacher. In addition, it can be used as an independent learning material (Herawati & Muhtadi, 2018).

The students' perspective about grammar is frightening and hard to be mastered because grammar has rules and "negative" stigma (Komara & Tiarsiwi, 2021). However, learning grammar in indonesia is importat as it is inserted to curriculum. Also, there is still lack of interactive e-modules regarding English grammar especially regarding tenses that students can use independently. As Komara & Tiarsiwi, 2021 said that the students need more variative models for learning grammar particularly the use of e-module (technology) to support students to master it. In addition, the results of these studies indicate that the developed e-modules can be used as teaching materials of independent learning resources for the students (Fitriani & Indriaturrahmi, 2020; Herawati & Muhtadi, 2018; Oktavia et al., 2020). Furthermore, the study also developed an e-module that utilize ADDIE model which produce positive responses from fhe teachers and students. Thus, this research is conducted ti develop an interactive e-modules that can be utilized properly by teachers or students for grammar teaching or learning. In addition, the e-module will be developed around ADDIE model.

2. RESEARCH METHOD

2.1 Product Development using ADDIE

In this research, the researcher are using research and development (R&D) research method and utilizing ADDIE approach in the English grammar e-module development process. The R&D method is a research method that can be used to produce a particular product and to test the product effectiveness (Septi PurnamaSari et al., 2015). In addition, Branch (2010) stated in his book that making products using ADDIE approach remains one of the most effective tools. There are five basic principles of ADDIE, namely; Analyze, Design, Develop, Implement and Evaluation. The illustration of ADDIE model can be seen on figure 1 below.

In the first stage is Analysis, researcher carry out observations which are preliminary research activities to collect initial data that will be used as a basis for the e-module development. In the process, the researcher carrying out a needs analysis to one of the vocational schools in Sidoarjo. The data obtained is in the form of a description of learning conditions that also cover learning modules the students use during the learning process. In addition, the data also obtained in form of a needs analysis questionnaire results.

The second stage is Design, where the researcher begins to design the flow of the product (storyboard) starting from the product concept, the arrangement of the e-module and the cover concept that will be used. At this stage, researchers also began to prepare the materials that would be incorporated in the e-module. As well as the addition of an interactive activity that the students could perform independently. The third stage is development and implementation. At the development stage, researchers begin to develop the e-module by following the storyboard that has been designed in the second stage. Focusing on the 16 tenses English language grammar accompanied with exercises and explanations. The researcher also consulted with material experts and media experts. After the e-module was developed, the researcher asked for validation from material experts and media experts to find out whether the e-module met the standards or not.

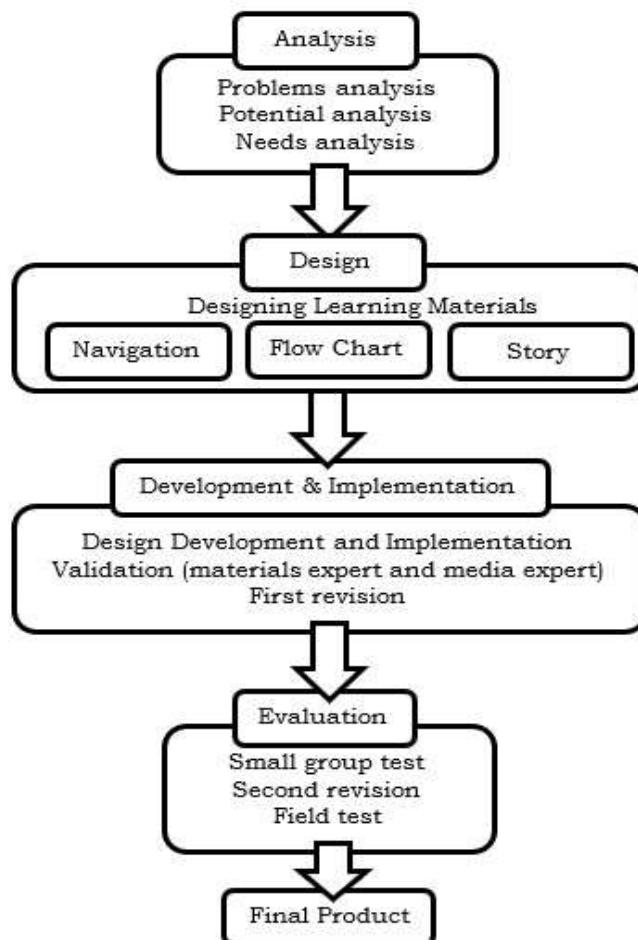


Figure 1. Stages of ADDIE model

The fourth stage is evaluation. The researcher conducted a small group trial where the researcher asked English teachers at one of the vocational high schools in Sidoarjo to try to use the e-module and fill in questionnaire regarding of the e-module. Then, the researcher made changes in the e-module based on the questionnaire and evaluation results. After that, researchers conducted a field trial where appropriate e-modules would be used by the students of one of the vocational high schools in Sidoarjo. After carrying out the fourth stage, the final product of English language grammar e-module was emerged. The final product was emerged with the approval from the experts and educational practitioners. Thus, the e-module can be used by the teachers and students in the learning process.

2.2 Research Subjects

The research was conducted on one of the vocational high schools in Sidoarjo. The subjects of this research are one materials expert, one media expert, one English language teacher, and 28 students from one class in one of the vocational high schools in Sidoarjo. For the materials and media experts, the experts are a lecturer aged around 40 years old and have experience in lecturing for more than 10 years in one of the universities in Surabaya. For the teacher, the teachers are aged around 40 years old and have experience in teaching for more than 15 years in one of the vocational high schools in Sidoarjo. For the students, they are aged around 15 to 17 years old and have experience in learning English for about 10 years.

2.3 Types of Data and Instruments

There are three questionnaires used in this research, the first questionnaire is the questionnaire to assess the data from material and media experts, the second questionnaire is the questionnaire for the assessment from English teachers, and the last is the questionnaire filled by the students. The questionnaire material used for evaluation from material experts and media experts was taken based National Education Standards Agency (BNSP). Meanwhile, the questionnaire used for teacher assessment was adapted and adjusted by the researcher from several existing sources. Likewise, the questionnaire about the student responses to the e-module that has been developed has been adapted and adjusted by the researcher.

2.4 Data Analysis

The data analysis technique in this research which is aims to process data that has been obtained from the results of questionnaires. The validation instrument used is a questionnaire which assessed by material expert and media expert, then the results will be analyzed to obtain values to see the suitability of the e-module in the learning grammar process. This data analysis in this research is divided into two types of data; quantitative data analysis and quanlitative data analysis

In the quantitative data analysis, the instrument was questionnaire which carried out by material experts and media experts in the e-module development process. English teachers are also given a questionnaire regarding e-modules which have been validated according to the conditions in the classroom. Students were given a questionnaire in the form of questions regarding their responses to the e-module that had been developed by the researcher. The validation assessment criteria carried out by material experts and media experts on the questionnaire are

Table 1. Validation assessment criteria

Score	Criteria
4	Very Good
3	Good
2	Poor
1	Very Poor

The formula used by researchers to obtain the validation score is:

Figure 2. Validation score formula

$$\text{Validation score} = \frac{\text{total validation score}}{(\text{total questions numbers} \times \text{respondent})}$$

In order to find out the results obtained from calculations using the formula above, the researcher used the validation assessment criteria table as follows;

Table 2. Validation assessment criteria score range

Score Range	Criteria
$4,20 \leq N \leq 5,00$	Very Valid
$3,40 \leq N \leq 4,19$	Valid
$2,60 \leq N \leq 3,39$	Fairly Valid
$1,80 \leq N \leq 2,59$	Less Valid
$1,00 \leq N \leq 1,79$	Invalid

At the Development and Implementation Design stage, the researcher used validity questionnaire by National Professional Certification Agency (BNSP) which used to validity test by material expert and media expert. It aims to know the weakness and strenghts of the product. To assess the questionnaire, researcher used liker scale by Sugiyono, 2015 with the higher score 4 (very good) and lower 1 (very poor) it shows intable 1. After the questionnaire assessment was carried out, to find out the score the researcher used the formula in figure 2. Next, table 2 is used as a reference for the validity of the score results obtained by material expert and media expert on e-module product. Besides the questionnaire validation, both experts also provide criticism and suggestions on products to make it better before being tested. At the end of the learning process, the researcher asked several questions about the e-module to the teacher and students.

3 RESULTS AND DISCUSSION

The results of the validation by material and media experts. The materials expert is a lecturer in English major in one of the universities in Surabaya. Meanwhile, the media expert is a lecturer in arts major in one of the universities in Surabaya. In the validation questionnaire carried out by material experts, there were 40 questions referring to the suitability of the e-module. The results show a total validation score of 135 and a feasibility percentage of 3.37, where the results is showing that the English grammar e-module that has been developed is quite valid and can be used in the learning process. Material experts also provide suggestion in several parts of the productssuch as the complexity of the content, the choosing words to make it simpler and easier to understand. The results are shown in the table 3 below;

Table 3. Material experts' validation score

Materials Expert Validation	Score												Total	Average	Category
	Aspect I														
	1	2	3	4	5	6	7	8	9	10	11	12			
	3	3	3	3	4	4	3	3	3	4	4	4			
	Aspect II														
	1	2	3	4	5	6	7	8	9	10					
	4	4	4	4	4	3	3	3	3	3	135	3,37	Fairly Valid		
	Aspect III														
	1	2	3	4	5	6	7	8	9						
	3	4	3	3	3	4	4	3	4						
	Aspect IV														
	1	2	3	4	5	6	7	8	9						
	4	4	3	3	3	3	3	3	3						

In the validation questionnaire conducted by the media experts, there were 28 questions referring to the suitability of the e-module in terms of cover design and content design. The results show a total validation score of 95 with a feasibility percentage of 3.39. Hence, the English grammar e-module that has been developed can be categorized as valid. In addition, both of the experts also provide an input that the researcher can use to improve the English grammar e-module. Media expert provide suggestion regarding the use of colors and fonts used on the cover page. The results of media expert validation are shown in the table 4 below;

Table 4. Media experts validation score

Media Expert Validation	Score																		Total	Average	Category
	Aspect I																		95	3,39	Fairly Valid
	1	2																			
	3	3																			
	Aspect II																				
	1	2	3	4	5	6	7	8													
	3	2	3	2	3	2	3	3													
	Aspect III																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	3	3				

After the validation results from the two experts, it can be assumed that the English grammar e-module was suitable to be used in grammar learning. In addition, other than the experts the researcher also asked the English teacher to carrying out an assessment using the questionnaire provided by the researcher. The questionnaire contains 10 questions, the results show a score of 40 with an eligibility percentage of 4.00. Thus, it can be concluded that the English grammar e-module can be used in the learning process in designated classes. However, in the learning process, the teacher only used the e-module as additional teaching material when the teacher explains grammar material. It is because the teacher still used books that are already used in the class and adapt to the student's major. Apart from that, the teacher also used some examples of questions in the e-module as students' evaluation material after learning process. In addition, the teacher also conducts an evaluation based on the final chapter of the e-module. Then, students are asked to fill out the questionnaire after using the English grammar e-module. There were 10 questions that have been filled in by 28 students. The results show the practical feasibility test score of 3.41. Based on the results, it can be

explained that the English grammar e-module is in very good condition and can be considered a suitable learning material to be utilized in the classroom or as an independent learning resource. With the fact that the teacher is obligated to design or provide a learning resource that are able to support students learning process, the existence of the learning materials could help teachers to design learning plan that can help students to master English (Kimianti & Prasetyo, 2019). In addition, the learning resource also needed to be designed to meets the era or current students needs. Technology, on the other hand, could be utilized in the learning process. E-learning resource is one of the technologies that can supports a wide capability to be used in learning processes (Marryono Jamun, 2018) To create a different and active atmosphere in the classroom, a teacher needs another learning resource, one of the additional learning resources are e-learning. One type of e-learning currently known to students is e-books or e-modules where students can take them anywhere just by using their gadget. E-module itself is a digital module developed using an application and with the help of a computer and provided with multimedia elements to make the learning process more interesting and interactive (Fitriani & Indriaturrahmi, 2020). Apart from that, Zulhijjah (2021) said that interactive e-modules are enable the students to learn either independently or in groups effectively.

4 CONCLUSION

On the validation score results from material and media experts, validation scores of 3.37 and 3.39 were obtained. These two results indicate that the e-module that researcher developed meets the Fairly Valid criteria. Still, during the development process, the experts provided criticism and suggestions to produce an e-module that was suitable to use in learning process. In addition, the results from the questionnaire data analysis obtained by the English teacher produced a score of 4.00 which indicates high criteria and in the trial in one class containing 28 students, obtained an average score of 3.41. Beside that, the teacher gave a positive response to the e-module so that the teacher had teaching materials other that those obtained at school. Students also find it easy to understand the concepts of grammar learning when the teacher used other teaching materials. The use of ADDIE approach as a guidance in the process of developing English grammar e-module helped the researcher produce a product that suitable as teaching materials in learning process. Thus, it can be concluded that the English grammar e-module using the ADDIE approach method can be categorized as valid, practical and effective materials to be utilized as an additional teaching material, whether used by teachers in the classroom or or outside the classroom, independently or ir group learning. Nonetheless, the results of this study might not be able to be generalized. Response to a teaching material might be different for each teacher. The need for teaching materials in English language process also adapts to students' needs. Likewise, students' perspective in matering English also different from each other. Varied learning resources also influenced student' learning styles. Therefore, the researcher hopes that next research can examine more deeply the development of English grammar e-modules to suit classroom conditions

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